



**EDA 6192**  
**Educational Leadership I**  
**89013 905**  
**Fall 2026**

**Instructor Name**

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Charles Vanover

**University Course Description**

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Administration course that addresses change, influences, and planning systems. Also examines personnel functions for administrators.

**Course Requisites**

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**Prerequisite(s):**

**Corequisite(s):**

**Course Format**

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**Synchronous Sessions:**

Mondays 8/24-11/14 5:00-7:45

**Face to Face Sessions:**

As a program requirement, students should plan to attend the Saturday ELPS Professional Learning Alliance Meetings on 9/27 & 11/15 at USF Tampa from 12:00-4:00 (Lunch provided). Exact room locations and parking information will be provided in class.

## **Student Learning Outcomes**

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See discussion of the critical assignments.

All is primarily based on content from Standard 2 of the FELS

### **Standard 2 – Vision and Mission – Assistant Principals**

*Indicator 2a.* Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

*Indicator 2b.* Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;

*Indicator 2c.* Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;

*Indicator 2d.* Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.

*Indicator 2e.* - Recognize individuals for contributions toward the school vision and mission.

### **Standard 6 – Recruitment and Professional Learning – Assistant Principals**

*Indicator 6h.* Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability;

## **Course Objectives**

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### **Critical Tasks and Course Assignments**

Students in the Educational Leadership & Policy Studies program are required to successfully complete Critical Tasks in program courses. In addition to presenting students an opportunity to apply their knowledge, these critical tasks document meeting the State of Florida Principal Leadership Standards. In this course the Critical Tasks are

the assignments for the course and are aligned with each of the listed goals. Full assessment instructions and grading criteria are available in the Canvas course site.

## **Critical Assignment 1—Leadership Platform**

### **Essential Questions**

- *How does one create a vision for educational leadership?*
- *What is the relationship between your personal vision and state and organizational standards and strategic plans?*
- *How will your personal professional mission, vision and goals be evident in your leadership practice*

## **Critical Task #1: Leadership Platform**

### **Assignment Overview:**

Mission, vision and ethical decision-making are central to the practice of educational leadership. The ability to communicate your vision, values and commitments clearly is critical to your success as a leader. Your thinking about leadership is a work in progress that should evolve and change as you read and learn more about leadership and the pressing issues in particular school and community contexts. This platform focuses on your initial thinking about your mission and vision for educational leadership. It will evolve over the length of your participation in the program and your career.

The development of this document will allow you to reflect, and through introspection, create a leadership philosophy that will clearly articulate what you stand for as an administrator. This philosophy will include your beliefs, values, and understanding that will form the foundation for how you will practice as a learning leader. The development of your educational leadership platform will be completed in sections – think of them as the “planks” that comprise the elements of your full platform.

Each section of the platform should reflect your understanding of the expectations our field and your organization have for you, and help the reader see what you believe, why you believe it and what your commitments will look like in your leadership practice. You will want to explore the Florida Educational Leadership Standards (FELS) as well as national standards and your own organization’s mission, vision, values and goals, as well as course readings.

Your platform should help others understand how the values, beliefs and assumptions that guide your work and your commitments as a leader, how you will learn and listen to

various stakeholders, and how you will develop yourself as an effective instructional leader who advocates for their school community: and how you demonstrate and promote integrity, fairness, equity and justice through developing systems of critical inquiry, emotional intelligence, cultural competence, and legal compliance. The leadership platform should reflect the class and program readings and/or discussions that inform your thinking or support your ‘planks’, with appropriate citation. This paper should not exceed 5-7 pages exclusive of the reference list and any appendices.

### **Constructing your Platform**

The following framework will help you organize and structure your platform. The questions are intended to prompt your thinking about each of the “planks”. Your platform should not read as rote responses to the prompting questions, but instead reflect your supported reflection around each topic.

### **Areas of Focus and Assignment Evaluation as Course Assignment:**

#### **Introduction (10pts):**

Provide a brief introduction to your platform. Help the reader anticipate what you will address.

#### **Philosophy of Education: Beliefs and Values (10pts):**

Guiding Questions:

1. What do you stand for as an educator?
2. What is important to you?

#### **Vision and Mission (10pts):**

Guiding Questions:

1. What do you believe are the principles that should guide the development of a personal or organizational vision and mission?
2. Who should be involved in developing a vision and a mission for a school?
3. What should be considered when communicating the vision and mission?

#### **Promoting Student Learning and Professional Growth (10pts):**

Guiding Questions:

1. On what researched based theories do you base your thinking about learning?

2. What do you believe to be the purpose of schooling?
3. What role does equity play in teaching and learning?
4. What role supervision and evaluation of teachers play in promoting student success?
5. How does professional development relate to student performance?
6. How should collection, analysis and use of data be employed?

### **School Management and Organization (10pts):**

#### **Guiding Questions:**

1. In what ways do effective school management and school safety enhance learning and teaching?
2. How does recruitment and retention of human resources support an effective learning environment?
3. Who should be responsible for problem solving as it relates to continuous school improvement?

### **Vision for School and Community Relations (10pts):**

#### **Guiding Questions:**

1. In what ways should schools and communities interact in support of student success?
2. Who is responsible for the operation of schools as part of the larger community?
3. Who should be responsible for problem solving as it relates to continuous school improvement?

### **Ethical Leadership (10pts):**

#### **Guiding Questions:**

1. What are the ethical principles that guide your actions and decision-making?
2. What does it mean to be fair?
3. How can a leader's "ethical compass" guide and support school improvement and student learning?

### **Vision for Education in a Democratic Society (10pts):**

#### **Guiding Questions:**

1. What is the importance of diversity and equity in a democratic society?

2. What political, legal, and policy decisions should administrators consider in the context of quality education for ALL students.

**Conclusion (10pts):**

Provide paragraph(s) to reiterate key talking points and summarize your platform for the reader.

**Quality of Written Work (10pts):**

1. Effective Communication - Assignment demonstrates student's command of the language. Written work will be assessed on the degree to which it represents effective writing and skills that are requisite for every educator.
2. Completeness - All portions of assignment are included in response/discussion and reflect accurate APA Style.
3. Organization and Structure - Ideas are presented logically and meaning is clear. Statements that overgeneralize phenomenon are avoided.
4. Course Knowledge - concepts and principles from class presentations, readings and discussions are reflected throughout the paper and supported with citations.
5. Support and Critical Reflection - Reasons for opinions, implications and conclusions are stated. The "why" is explained. Multiple perspectives are considered, literature is used, and choices are defined.

**Leadership Platform Standards Alignment****Standard 1: Professional and Ethical Norms**

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.

*Indicator 1d.* – Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule.

**Standard 2: Vision and Mission**

Effective educational leaders collaborate with parents, student, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

*Indicator 2d.* – Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.

*Indicator 2e.* – Recognize individuals for contributions toward the school vision and mission.

**Evaluation as a Critical Task:**

See Attached Rubric

**Critical Assignment #2:**

**Essential Questions:**

1. What are the principles underlying leadership practice for positive change?
2. What informs?
3. What
4. How can current practice be analyzed to envision leadership activities and organizational systems that benefit students and enhance overall excellence?
5. In what ways can school professionals serve as change agents in educational settings? How do leaders acknowledge the work of these change agents?

**Recognizes individuals for their contribution to Equity Mission/Vision:** Assess recognition of individuals contributing to the school's goals, identifying principles of effective and ethical leadership they exemplify.

**Critical Task 2: Designing & Delivering Collaborative Professional Development for**

**Educational Change**

**Assignment Overview**

In this assignment, students will collaboratively design a professional development (PD) plan that addresses organizational and personnel factors influencing change in schools.

The PD plan must include:

1. A well-developed, interactive in-person session.
2. Two podcast episodes sharing insights from interviews with school administrators.
3. Integration of peer-reviewed research to support the design and content.
4. A focus on teacher leadership and aspiring administrators as the target audience.

**Assignment Components**

**1. Collaborative PD Plan (Written Report)**

- Length: 8–10 pages (APA format)

- Content:

\* Rationale for the PD focus

\* Goals and learning outcomes

- \* Description of the target audience
- \* Overview of the change process in schools
- \* Organizational and personnel factors influencing change
- \* Integration of at least 5 peer-reviewed sources
- \* Evaluation and feedback mechanism

### **Interactive In-Person Session Design**

- Duration: 90 minutes
- Deliverables:
  - \* Session agenda
  - \* Interactive activities (e.g., case studies, role plays, simulations)
  - \* Materials (slides, handouts, etc.)
  - \* Facilitation guide
- Focus: Empowering teacher leaders and aspiring administrators to lead change

### **Podcast Series: “Voices of Change”**

- Episodes: 2 (10–15 minutes each)
- Content:
  - \* Interviews with at least 2 school administrators
  - \* Discussion of organizational and personnel factors in change processes
  - \* Reflections and connections to research
- Format:
  - \* Clear audio quality
  - \* Intro/outro music (royalty-free)
  - \* Episode summaries and transcripts

### **4. Annotated Bibliography**

- Minimum: 5 peer-reviewed journal articles
- Format: APA
- Content: Summary, relevance to PD design, and application to practice

### **Learning Objectives**

- Analyze organizational and personnel factors that influence school change.
- Apply leadership theories to authentic PD design.



- Develop facilitation skills for interactive professional learning.
- Synthesize research and practitioner insights into accessible formats.
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## **Standard 2: Vision and Mission - FELS 2 c, d, and e**

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

- a. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students
- d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.
- e. Recognize individuals for contributions toward the school vision and mission.

### **Timeline**

| <b>Timeline</b> |                                                   |
|-----------------|---------------------------------------------------|
| Week            | Task                                              |
| 6-7             | Topic selection, team formation, initial research |
| 8-9             | Interview planning and recording                  |
| 10-11           | Draft PD session and podcast scripts              |
| 12              | Peer feedback and revisions                       |
| 13              | Finalize materials and submit                     |

### **Submission Requirements**

- Written PD plan (PDF)
- Podcast audio files (MP3 or WAV)
- Podcast transcripts (Word or PDF)
- Annotated bibliography (APA format)
- Presentation of the in-person session (in class or via video)

### **Evaluation Criteria**

| <b>Criteria</b>                 |        |
|---------------------------------|--------|
| Criteria                        | Points |
| Depth of research and citations | 20     |

| Criteria                            |    |
|-------------------------------------|----|
| Quality and relevance of interviews | 20 |
| Design of interactive session       | 20 |
| Podcast clarity and engagement      | 15 |
| Integration of theory and practice  | 15 |
| Professionalism and organization    | 10 |
| SEE FLE Standards Rubric in Canvas  |    |

## Required Texts and/or Readings and Course Materials

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- Northouse, P.G. (2021). *Introduction to leadership: Concepts and practice*. 5<sup>th</sup> ed. Sage.
- Shapiro, J. P., & Stefkovich, J. A. (2005). *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas*. 2nd ed. Lawrence Erlbaum Associates, Inc.

[Available online through USF Library](#)[Links to an external site.](#)

– <https://usf->

[fvc.primo.exlibrisgroup.com/permalink/01FALSC\\_USF/im6868/alma99379598215606599](https://fvc.primo.exlibrisgroup.com/permalink/01FALSC_USF/im6868/alma99379598215606599)

- Purkey, W, Schmidt, J. & Novak, J. (2010). *From conflict to conciliation: How to defuse difficult situations*. Corwin. ISBN: 9781452271309 (e-text required)

## How to Succeed in this Course

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This course will draw upon other coursework you have completed in this program or in previous graduate or undergraduate work, as well as knowledge gained through your personal and professional experiences. Please complete all readings and engage in thoughtful reflection before coming to class. You should bring questions and reflections about how what you are learning relates to your leadership preparation and to what you observe and experience in practice. The learning is about your reflection on the concepts and constructs explored in class, and an application of theory and research to practice. We will expect you to make connections to ideas from other courses as well.

There will be individual and group assignments in this course. Timely completion of quality work is expected in that this is a professional program. Please attend to accuracy in your work. APA 7<sup>th</sup> edition formatting is required for all formal written assignments and there is an expectation that you will have carefully proofread your work. It is often helpful to have a colleague or someone outside the course serve as a friendly read. Be sure that you read assignment directions carefully so that you address all required elements.

While the synchronous online delivery provides you with geographical flexibility, it is important that you make arrangements to have a suitable and distraction-free space during class sessions so that you can participate fully. Work with members of your household to be sure that you have quiet, uninterrupted time to participate in class, and to complete assignments. Just as you would in a face-to-face course, you will need to make arrangements to be present on time. Please plan to be in a stationary place when class begins it is difficult and dangerous to try to participate while driving. Do not watch or listen to class when you are behind the wheel.

**Please plan to have your camera on throughout the class meeting**, and microphone muted except when speaking in the large group or participating in your small group discussions.

## Grading Scale

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Grades will be assigned on the basis of acceptable work completed as follows. There is no plus minus grading

| GRADE SCALE |                      |
|-------------|----------------------|
| Grade       | Percentage of points |
| A           | 90 – 100 %           |
| B           | 80 – 89%             |
| C           | 70 – 79 %            |
| F           | < 69 %               |

## Grade Categories and Weights

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The following elements will comprise your grade for the course:

| Grade Elements                                 |                        |
|------------------------------------------------|------------------------|
| Assessment                                     | Percent of Final Grade |
| Leadership Platform                            | 25%                    |
| Collaborative Professional Development Project | 35%                    |
| Reflections and Class Activities               | 20%                    |
| Conflict Case Presentation                     | 10%                    |
| Preparation and Participation                  | 10%                    |
|                                                |                        |

## Instructor Feedback Policy & Grade Dissemination

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I ask that you do your best to submit assignments on or before the due dates to help me respond in a timely manner. I do not pre-assess assignments, but I am always happy to answer clarifying questions so that you feel comfortable with the directions and expectations for any assignment. Please rely on assignment directions and materials and instructions from your professor rather than interpretations from others.

Grades will be posted in Canvas as soon as all submitted work has been evaluated. Please check the written feedback, particularly if a revision is requested. Missing or incomplete assignments and assignments needing revision will have a placeholder “0” in the gradebook until the assignment is submitted or re-submitted. The recording of the temporary score alerts you so that you can address any questions or needed revisions.

## Major Topics and Course Schedule

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| Major Topics and Course Schedule |       |            |
|----------------------------------|-------|------------|
| Week                             | Topic | Assessment |

## Major Topics and Course Schedule

|          |                                                                                                                                                                                                                                    |                                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 1        | <p>Syllabus and assignment Review</p> <ul style="list-style-type: none"> <li>• Understanding leaders and leadership</li> <li>• Historical conceptions of leadership</li> <li>• Technical and adaptive change leadership</li> </ul> |                                      |
| 2        | <ul style="list-style-type: none"> <li>• Recognizing leadership traits</li> <li>• First and second order change</li> </ul>                                                                                                         | <b>Professional Introduction Due</b> |
| 3        | <ul style="list-style-type: none"> <li>• Leadership skills and styles</li> <li>• Leaders and organizations</li> </ul>                                                                                                              | Best Self Portrait Due               |
| 4        | <ul style="list-style-type: none"> <li>• Ethical decision making frameworks</li> <li>• Professional norms and codes of professional conduct</li> <li>• Building and maintaining trust</li> </ul>                                   |                                      |
| 5<br>*** | <ul style="list-style-type: none"> <li>• The work of leadership – tasks and roles</li> <li>• Building relationships</li> <li>• Leading in a culture of change</li> <li>• Guiding Standards</li> </ul>                              |                                      |

## Major Topics and Course Schedule

|   |                                                                                                                                                                                                                                                                               |                                                                  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 6 | <ul style="list-style-type: none"> <li>• Engaging leadership strengths</li> <li>• Building leadership capacity</li> <li>• Appreciative inquiry and organizing</li> </ul>                                                                                                      |                                                                  |
| 7 | <ul style="list-style-type: none"> <li>• The “Why” of leadership: Mission, vision, values and goals</li> <li>• How leaders leverage positive and sustainable change</li> <li>• Change PD Topic Selection, team formation</li> </ul>                                           | <b>Mission, Vision, Values and Goals Assessment Due</b>          |
| 8 | <ul style="list-style-type: none"> <li>• Building a positive school culture and learning environment</li> <li>• Managing and resolving conflict and facilitating productive communication</li> <li>• Diffusion of innovation</li> <li>• Initial change PD research</li> </ul> | <b>Leadership Platform due<br/>Principal Interviews complete</b> |
| 9 | <ul style="list-style-type: none"> <li>• Safe and effective learning environments for all</li> <li>• Managing transitions</li> <li>• Conflict 6-C Process</li> <li>• Interview planning and recording</li> </ul>                                                              |                                                                  |

## Major Topics and Course Schedule

|           |                                                                                                                                                                                                                    |                                             |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 10        | <ul style="list-style-type: none"> <li>• Engaging with reluctant constituents</li> <li>• 6C – Concern and confer</li> <li>• Concern-based change management</li> <li>• Interview planning and recording</li> </ul> |                                             |
| 11        | <ul style="list-style-type: none"> <li>• Managing conflict</li> <li>• 6C-Consult and confront</li> <li>• Model for complex change</li> <li>• Draft PD session and podcast scripts</li> </ul>                       |                                             |
| 12        | <ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• PD peer feedback and revisions</li> </ul>                                                                                                   |                                             |
| 13        | <ul style="list-style-type: none"> <li>• Overcoming obstacles and resistance               <ul style="list-style-type: none"> <li>• Difficult People</li> <li>• 6C -Combat and conciliation</li> </ul> </li> </ul> | <b>Professional Development Project Due</b> |
| 14<br>*** | <ul style="list-style-type: none"> <li>• Avoiding death by meeting</li> <li>• Destructive leadership</li> <li>• Leading change Professional development</li> </ul>                                                 | <b>Conflict Case Study Due</b>              |
| **        | Specific activities and readings will be outlined in the Canvas modules                                                                                                                                            |                                             |
| ***       | In person PLA Saturdays                                                                                                                                                                                            |                                             |

## **USF Core Syllabus Policies**

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USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

## **Student Recordings**

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### **Florida Statute 1004.097 Free Expression on Campus**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

## **Course Policies: Grades**

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See discussion of critical assignments and point values.

### **First Day Attendance Policy:**

*Students are required to post the Candidate Information Assignment to the Canvas Discussion Board and share their goals, skills, and contact information/hours with the class.*



*Students who don't complete the first day activity run the risk of being dropped from the course.*

**Late Work Policy:**

All work is required to be turned in on time--with the exceptions for accessing school data systems listed above. Students who turn in work late will lose one letter grade per business day.

**Make-up Exams Policy: Offer specifics about your policy on exam make-ups.**

There are no exams in this class.

**Extra Credit Policy:**

Three small, low point value, community-building assignments are posted in the syllabus. There is no extra credit beyond these small assignments.

**Rewrite Policy: Offer specifics about your policy on rewrites.**

All students have the right to re-write one major, summative assignment per class. These rewrites must be arranged with permission of the instructor.

**Exam Retention Policy: Describe how long you will keep graded work.**

All assignments will be retained on Canvas and follow USF procedures for deletion. All critical assignments will become part of the Candidates ELPS portfolio and will be assessed as a requirement for graduation.

**Essay Commentary Policy: Offer specifics about your policy on essays.**

Depending on the needs of the student I will provide written an/or recorded verbal commentary on critical, summative assignments. These comments will be shared through the Canvas system.

**Group Work Policy: Offer specifics about your policy on group work.**

All students are assigned to a PD group, most students will be assigned to a PDG with other members of the district/network. These communities have two purposes. Students will meet voluntarily to help each other with the assignments. They will combine to develop the PD plan in **critical assignment 2**

## **Grades of "Incomplete"**

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An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

## **Campus Free Expression**

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It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

## **Course Policies: Technology and Media**

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*This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).*

*See above for suggestions on technology use during synchronous and F2F sessions.  
Please bring a lap top to the Saturday F2F sessions.*

## **Course Policies: Student Expectations**

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### **Health and Wellness**

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at [www.usf.edu/sos](http://www.usf.edu/sos) so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

### **Title IX Policy**

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit [www.usf.edu/title-ix](http://www.usf.edu/title-ix).

### **Course Hero / Chegg Policy**

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and

CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

### **Professionalism Policy**

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

### **Turnitin.com**

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

### **Netiquette Guidelines**

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.

- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

### **Email and Discussion Board Guidelines**

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

### **End of Semester Student Evaluations**

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

### **Food and Drink Policy (for in-campus sessions only).**

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

### **Learning Support and Campus Offices**

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#### **Academic Accommodations**

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

## **Academic Support Services**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

## **Canvas Technical Support**

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

[USF IT Services](#)

## **Center for Victim Advocacy**

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

## **Counseling Center**

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

## **Tutoring**

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email [asctampa@usf.edu](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

## **Writing Studio**

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: [writingstudio@usf.edu](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

## **Student Ombuds Office**

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)